



Inspection Report

Cheryl Rowe

Bridgend



Date Inspection Completed

19/01/2024

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About the service

Type of care provided	Child Minder
Registered places	10
Language of the service	English
Previous Care Inspectorate Wales inspection	N/A – this is the service's first inspection.
Is this a Flying Start service?	No.
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Good
<u>Leadership and Management</u>	Good

For further information on ratings, please see the end of this report

Summary

Children are confident, very happy and settled in the child minder's care. They thrive at the child minder's home and have positive attachments with her. They have good opportunities to develop their skills and they enjoy their play. They benefit from a good range of interesting opportunities indoors and outdoors and can choose where to play and what to play with.

The child minder implements good policies and procedures to promote children's health and safety and ensures that safeguarding underpins all aspects of the service. She manages interactions positively and has a warm approach to care giving. The child minder assesses children's progress appropriately, plans some activities daily and follows various themes.

Children receive care in a safe, clean and secure environment. There is suitable space indoors and outdoors with facilities to encourage children to play, learn and rest. Toys and play equipment are age and developmentally appropriate and in good condition.

The child minder manages the setting in an efficient way. She is motivated and has a clear vision to develop and expand upon the quality of the service. The child minder works well with parents in making decisions about their child's individual care needs. She provides parents with daily feedback and updates. The service operates through the medium of English with some basic Welsh spoken.

Children have choices and make decisions about how they spend their time. They move freely around the environment, choosing what they would like to play with. Children communicate confidently and know their wants and needs are considered and acted upon. For example, they choose how they wish to decorate their plant pots and decide which daffodils to plant.

Children are very happy and settled, and have a good relationship with the child minder and her family. Children know their opinions are heard and their needs will be met, which helps them to feel comfortable and secure. The children happily approach the child minder for support and reassurance.

Children interact well, they are polite and use good manners. They interact positively with their friends and the child minder. They share resources and take turns. For instance, they shared the craft items and took turns with the glue and scissors during a craft activity. Their efforts are praised and complimented by the child minder. They listen well to the child minder and when asked, went to wash their hands before snack time. Children enjoy the social occasion of mealtimes; they chat to each other and listen to a story.

Children are enthusiastic, interested in their play, and enjoy a good range of opportunities. They take part in activities resulting in a great feeling of achievement and self-esteem. They are enthusiastic to show or talk about what they have been doing. For example, children thoroughly enjoyed decorating pots they had painted previously. They showed us and the child minder the progress they had made. They have good opportunities to develop their language, numeracy and problem solving skills. For example, children find letters to spell their names and read a story aloud, counted and problem solved when craft items did not stick to the pot.

Children are independent. They put their own coats on the hooks and place their shoes in the box themselves. They independently help themselves to the crockery at snack time, choose their own plate, cutlery and cup. They do most things for themselves with positive encouragement from the child minder. For example, they independently sliced the banana, closely supervised by the child minder.

Care and Development

Good

The child minder understands her role and responsibilities to keep children safe and healthy. She has a confident understanding of safeguarding procedures and implements the policies well. The child minder has up to date safeguarding and paediatric first aid training so that she can meet children's needs. She provides appropriate meals and snacks for children and they benefit from a mostly healthy eating approach which takes account of any individual dietary requirements. The child minder encourages plenty of outdoor activities for children to play in the fresh air and develop their physical skills successfully. Effective accident, incident and medication recording systems are in place.

Children are treated very warmly, with dignity and respect. The child minder sets realistic boundaries, is a good role model and uses a consistent approach to managing behaviour. She takes account of the children's age and understanding. The child minder was positive and gentle when guiding children's behaviour, and her behaviour management policy outlines that she uses praise to nurture positive behaviour. She interacts in a considered and thoughtful manner with the children, which makes them feel secure. She also speaks with the children in a consistently calm and reassuring manner, which puts them at ease. This creates a lovely atmosphere.

The child minder provides a nurturing and caring environment in which children's development is promoted and their needs are met. The child minder consciously ensures that children are able to exercise choice over the activities they engage in. For example, she plans activities and follows themes, however if children decide they want to do something else, their request are met. She takes into account children's interest and abilities, which ensures they respond well, are interested and engaged. The child minder encouraged children's development. For example, she promoted language and numeracy skills and knowledge and understanding of the world by discussing with the children what daffodils need to enable them to grow. She is an enthusiastic practitioner, dedicated to improving her own understanding of a broad range of developments in the early years in order to provide the best opportunities to the children she cares for.

Environment**Good**

Children are cared for in a clean and safe environment. The child minder carries out a daily visual risk assessment and good cleaning routines throughout the play space. The front door was kept locked during the inspection and the garden access is kept secure when in use. Clean, hygienically maintained toilet and hand wash facilities are available. The child minder maintains relevant insurances and a gas safety installation certificate for her home. She is aware of the need to maintain confidentiality and is registered with the Information Commissioner's Office (ICO). Fire drills are undertaken regularly and recorded appropriately.

The facilities and equipment provided meet the children's needs very well. The home is welcoming, appropriately maintained, and there is a good standard of cleanliness and repair throughout. The child minder has sufficient play space for the children. The open plan kitchen/dining and sitting area is available as well as a small dedicated playroom. These areas are decorated in an inviting, child-friendly way, with pictures, children's work and displays. The way in which resources are stored means that children can access most of them independently, and this helps to facilitate their free choice. The garden is accessed at the rear of the house and the child minder told us that free flow play opportunities is promoted as much as possible.

Children have access to toys and equipment that are appropriate and suitable to their needs. The resources at the setting cover a wide range of play opportunities for all age groups, including books, arts and crafts, puzzles, dressing up clothes, blocks, small world toys and dolls. The outdoor play area provides physical play opportunities and fresh air, where children have use of items such as an outdoor mud kitchen, climbing frame and slide and garden room for additional play space. The child minder told us that she regularly takes children on outings such as to the parks, library and various places of interest.

Leadership and Management

Good

The child minder is organised and efficient. She has a statement of purpose in place which contains the information required and is kept under review to ensure it is always an accurate reflection of the service provided. She has appropriate policies and procedures in place. The register of children's attendance and children's information and contract forms are appropriately completed and contain all the necessary information required.

The child minder is committed to providing a service of high standards to improve outcomes for children. There is a good system in place to ensure that formal self-evaluation of the setting is undertaken on at least an annual basis. The Quality of Care report demonstrates that the child minder consults with parents and children and uses that information to set an action plan to improve the setting over the next 12 months. The child minder has identified areas for development such as further promotion of the Welsh language within the setting and further opportunities for children to have more opportunities for outdoor creative play and physical exercise.

The child minder makes sure the disclosure and barring service certificates (DBS) for herself and her adult household members are in place. The child minder is committed to continuing her professional development by undertaking additional training courses to further improve her understanding of child care and related matters.

The child minder has good partnerships with parents and they are kept involved and informed about their child's activities via photos, verbal and written information. Feedback from parents is very positive. The child minder has good links with the local community and other child minders in the area.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
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Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
To follow the Welsh Government Best Practice Guidance for Food and Nutrition for Childcare Settings.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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